

NORTH CAROLINA SLPA BOARD PRACTICE EXAM (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. How can SLPAs effectively facilitate communication in a group setting?**
 - A. By limiting discussion to one person at a time
 - B. By encouraging turn-taking and modeling appropriate social interactions among peers
 - C. By assigning group leaders to manage conversations
 - D. By encouraging competitive speaking among participants
- 2. What is a key component of effective collaboration between SLPs and SLPAs?**
 - A. Limiting communication to official reports only
 - B. Regular meetings to discuss client progress and strategies
 - C. Assigning roles based on previous experience alone
 - D. Keeping progress updates confidential from the family
- 3. Can an Assistant tally scores on standardized and criterion referenced tests?**
 - A. Yes, with clinical interpretation
 - B. No, not at all
 - C. Yes, without clinical interpretation
 - D. Only for certain tests
- 4. What is "telepractice" in speech-language pathology?**
 - A. Providing therapy services remotely via technology
 - B. Conducting group sessions in person
 - C. Training parents offline without tech
 - D. Using only written materials for therapy
- 5. Which of the following is NOT required in the documentation for every patient encounter involving an Assistant?**
 - A. Legible signature of the patient
 - B. Legible signature of the Assistant
 - C. Signature of one Supervising Licensee
 - D. Documentation of treatment protocol adherence

6. Why is regular communication with families essential in speech therapy?

- A. To determine therapy costs
- B. To gather data for research projects
- C. To ensure consistency in therapy goals across settings
- D. To evaluate the effectiveness of the therapy materials

7. What is the first step in the intervention process?

- A. Implementing therapy without prior assessment
- B. Conducting a comprehensive assessment
- C. Developing a therapy schedule
- D. Gathering feedback from the client

8. The standards for all patient services performed by the Assistant are ultimately the responsibility of which individual?

- A. Supervising Licensee
- B. Patient
- C. Healthcare Provider
- D. Registered Assistant

9. What must an SLPA always obtain from the supervising SLP?

- A. Independence to operate in the field
- B. Legal authority to diagnose clients
- C. Approval for therapy activities
- D. Permission for client interactions

10. Define "expressive language delay."

- A. A delay in the ability to read and write
- B. A lag in the ability to communicate thoughts, ideas, or feelings verbally
- C. An inability to understand spoken language
- D. A delay in non-verbal communication skills

Answers

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1. B
2. B
3. C
4. A
5. A
6. C
7. B
8. A
9. C
10. B

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Explanations

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1. How can SLPAs effectively facilitate communication in a group setting?

- A. By limiting discussion to one person at a time
- B. By encouraging turn-taking and modeling appropriate social interactions among peers**
- C. By assigning group leaders to manage conversations
- D. By encouraging competitive speaking among participants

Facilitating communication in a group setting is essential for speech-language pathology assistants (SLPAs) to support effective interaction among participants. Encouraging turn-taking and modeling appropriate social interactions is crucial because it helps create an inclusive atmosphere where all members feel valued and understood. This approach allows individuals to practice their communication skills in a supportive environment, enhancing their ability to engage with one another. Turn-taking is a fundamental aspect of effective communication, as it ensures that everyone has the opportunity to speak and express their thoughts. By modeling appropriate social interactions, SLPAs demonstrate how to listen actively, respond to others, and maintain the flow of conversation, which fosters social skills and positive peer relationships. Other options suggest methods that may not enhance effective communication as much. Limiting discussion to one person at a time can stifle group dynamics and engagement. Assigning group leaders might lead to unequal participation, where some individuals dominate the conversation while others are sidelined. Encouraging competitive speaking could create an adversarial atmosphere that undermines collaborative communication and may increase anxiety among participants, rather than fostering constructive dialogue. Thus, the best practice for SLPAs lies in promoting cooperative communication through encouraging turn-taking and modeling social interactions.

2. What is a key component of effective collaboration between SLPs and SLPAs?

- A. Limiting communication to official reports only
- B. Regular meetings to discuss client progress and strategies**
- C. Assigning roles based on previous experience alone
- D. Keeping progress updates confidential from the family

Regular meetings to discuss client progress and strategies are crucial for effective collaboration between Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs). This interaction ensures that both professionals are on the same page regarding clients' needs, treatment plans, and goals. Through these meetings, SLPs can share vital information about therapy techniques and outcomes, while SLPAs can provide insights from their day-to-day interactions with clients. Such collaboration enhances the effectiveness of interventions by allowing for real-time adjustments based on observed progress or challenges. It also fosters a sense of teamwork, encourages shared decision-making, and supports professional development for SLPAs, who can learn from the SLPs' expertise. Overall, regular communication is essential for ensuring that client care is coordinated, comprehensive, and responsive to individual needs.

3. Can an Assistant tally scores on standardized and criterion referenced tests?

- A. Yes, with clinical interpretation
- B. No, not at all
- C. Yes, without clinical interpretation**
- D. Only for certain tests

An Assistant is permitted to tally scores on standardized and criterion-referenced tests as long as they do so without clinical interpretation. This means that they can accurately record and calculate the scores from assessments but are not qualified to interpret what those scores mean in the context of a client's therapy or educational needs. The distinction is crucial; scoring can be seen as a more mechanical task, while clinical interpretation involves professional judgment and knowledge that falls within the scope of practice for licensed Speech Language Pathologists (SLPs). The role of the Assistant is intended to support the work of the SLP by managing tasks that do not require specific clinical training or expertise, allowing the SLP to focus on planning and implementing treatment based on the results. Thus, tallying scores aligns with the assistant's responsibilities, ensuring they contribute to the assessment process without overstepping their professional boundaries.

4. What is "telepractice" in speech-language pathology?

- A. Providing therapy services remotely via technology**
- B. Conducting group sessions in person
- C. Training parents offline without tech
- D. Using only written materials for therapy

Telepractice in speech-language pathology refers to the delivery of therapy services via technology, allowing practitioners to connect with clients remotely. This method utilizes various forms of technology, such as video conferencing, to provide assessments, interventions, and consultations without the need for in-person meetings. This approach has gained significant traction, especially in areas where access to qualified speech-language pathologists may be limited or in scenarios where physical distance poses a challenge to traditional face-to-face therapy. The first option captures the essence of telepractice as it emphasizes the role of technology in facilitating remote services, enabling both practitioners and clients to engage in effective communication and therapy regardless of their physical locations. The adaptability of telepractice also allows for flexible scheduling, which can be beneficial for clients with varying needs. The other options represent different methods of service delivery that do not align with the definition of telepractice. In-person sessions, offline parent training, and the use of only written materials do not involve the technological aspect that is central to telepractice.

5. Which of the following is NOT required in the documentation for every patient encounter involving an Assistant?

- A. Legible signature of the patient**
- B. Legible signature of the Assistant
- C. Signature of one Supervising Licensee
- D. Documentation of treatment protocol adherence

In the context of documentation for patient encounters involving an Assistant, it is important to recognize what is essential for maintaining a clear and accurate record. The correct answer highlights that a legible signature of the patient is not required in the documentation. Patient signatures are typically more relevant in contexts where consent is necessary for treatment or when confirming receipt of information. However, the primary focus in the documentation involving an Assistant encompasses the roles and accountability of the healthcare providers themselves, which necessitates documentation that reflects their participation in the treatment process. On the other hand, the legible signature of the Assistant is crucial as it affirms their involvement in the care provided. A supervising licensee's signature is equally important to demonstrate the supervisory relationship and ensure professional accountability. Additionally, documenting adherence to treatment protocols is essential for quality control and compliance with established standards of care.

6. Why is regular communication with families essential in speech therapy?

- A. To determine therapy costs
- B. To gather data for research projects
- C. To ensure consistency in therapy goals across settings**
- D. To evaluate the effectiveness of the therapy materials

Regular communication with families is essential in speech therapy because it promotes consistency in therapy goals across various settings, such as home and school. When therapists work collaboratively with families, they can align strategies and objectives that are being addressed in therapy sessions with those that are reinforced at home. This alignment ensures that the child receives a cohesive approach to their speech and language development, maximizing the potential for progress. Involving families in the therapeutic process also helps parents and caregivers to understand the specific goals of therapy, enabling them to implement supportive practices consistently in their daily interactions with the child. This engagement not only fosters a supportive environment but also empowers families to contribute actively to their child's improvement, thereby enhancing the overall effectiveness of the therapy. Aligning communication efforts in this way ultimately leads to better outcomes for the child as they experience continuity and reinforcement of skills learned in therapy across different contexts in their life.

7. What is the first step in the intervention process?

- A. Implementing therapy without prior assessment
- B. Conducting a comprehensive assessment**
- C. Developing a therapy schedule
- D. Gathering feedback from the client

Conducting a comprehensive assessment is the crucial first step in the intervention process because it establishes a foundational understanding of the individual's specific needs, strengths, and challenges. This assessment typically includes evaluating communication skills, understanding medical history, assessing previous therapies, and identifying areas requiring support. Through a comprehensive assessment, professionals can determine the most effective intervention strategies tailored to the individual, ensuring that the subsequent steps of therapy are relevant and effective. This process also helps in setting measurable goals for therapy and facilitates communication among team members, clients, and their families. Without a thorough assessment, the intervention might lack direction and fail to address the core issues faced by the client. In contrast, implementing therapy without a prior assessment may lead to ineffective strategies that do not meet the client's needs. Developing a therapy schedule is important, but it should come after understanding the necessary interventions based on assessment results. Gathering feedback from the client is valuable for ongoing treatment adjustments but is also contingent upon prior assessment to establish what needs to be addressed in the first place.

8. The standards for all patient services performed by the Assistant are ultimately the responsibility of which individual?

- A. Supervising Licensee**
- B. Patient
- C. Healthcare Provider
- D. Registered Assistant

The ultimate responsibility for all patient services performed by an Assistant rests with the supervising licensee. This is because the supervising licensee is typically a licensed and certified professional, such as a speech-language pathologist, who oversees the actions and performance of the Assistant. The supervising licensee ensures that all practices adhere to professional standards and the ethical guidelines set forth by regulatory bodies. This accountability includes not only monitoring the quality of care provided to patients but also ensuring compliance with relevant laws and regulations. The supervising licensee is tasked with training, guiding, and evaluating the Assistant's work, which ultimately influences patient outcomes. While patients and healthcare providers play essential roles in the treatment process, their responsibilities differ from that of the supervising licensee. The patient receives services, and healthcare providers may coordinate care, but it is the supervising licensee who holds the overarching responsibility for ensuring that all patient services meet established standards and are delivered safely and effectively. The registered assistant, while skilled and important in their role, works under the guidance of the supervising licensee and does not bear the ultimate responsibility for patient services.

9. What must an SLPA always obtain from the supervising SLP?

- A. Independence to operate in the field
- B. Legal authority to diagnose clients
- C. Approval for therapy activities**
- D. Permission for client interactions

An SLPA must consistently obtain approval for therapy activities from the supervising speech-language pathologist. This ensures that all therapeutic interventions align with the goals set by the supervising professional and adhere to established protocols and ethical guidelines. The supervising SLP is responsible for overseeing the SLPA's work, ensuring that the interventions are appropriate for each client's needs, and making certain that the services provided are effective and safe. Maintaining this supervisory relationship supports the delivery of quality care and protects both the client and the SLPA. Approval for therapy activities also allows the supervising SLP to monitor the progress and make necessary adjustments to treatment plans, fostering a collaborative approach to client care. This relationship is foundational in ensuring compliance with regulations and standards. Other options involve aspects that do not capture the essence of the SLPA's operational procedures. For example, independence to operate in the field is not appropriate, as SLPA practice is meant to be under the supervision of a licensed SLP. Additionally, while legal authority to diagnose clients is crucial, it is inherently the responsibility of the licensed SLP, not the SLPA. Lastly, while permission for client interactions is important, it is encompassed within the need for approval for therapy activities, which directly relates to the interventions being carried out.

10. Define "expressive language delay."

- A. A delay in the ability to read and write
- B. A lag in the ability to communicate thoughts, ideas, or feelings verbally**
- C. An inability to understand spoken language
- D. A delay in non-verbal communication skills

An expressive language delay specifically refers to a situation where an individual has difficulty conveying their thoughts, ideas, or feelings through verbal communication. This means that the person may have the ability to understand language spoken to them, but they struggle to produce their own speech effectively. This may manifest as a limited vocabulary, difficulty constructing sentences, or challenges in articulating what they want to say. The correct choice captures the essence of expressive language, which is fundamentally about the output of language and how it can impact an individual's ability to communicate effectively in social and educational contexts. Being able to express oneself verbally is crucial for social interactions and developing relationships, making this delay particularly significant in language development. In contrast, the other options focus on different aspects of language and communication. The first option addresses reading and writing abilities, which pertains more to literacy than verbal expression. The third option refers to receptive language, which is the ability to comprehend spoken language, not the ability to express oneself. The fourth option relates to non-verbal communication skills, like gestures or body language, which do not necessarily encompass verbal communication. Thus, while they are all related to communication, only the identified choice directly defines expressive language delay.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://ncslpaboard.examzify.com>

We wish you the very best on your exam journey. You've got this!

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